

**FAQs**

 **Q: How does The Shanghai Maths Project support a teaching for mastery approach?**A: Pupils whose teachers use The Shanghai Maths Project will develop a deep, long-term, secure and adaptable understanding of mathematics, including:

* fluency (rapid and accurate recall and application of facts and concepts)
* a growing confidence to reason mathematically, and
* the ability to apply maths to solve problems, to conjecture and to test hypotheses. This is absolutely in line with established definitions of mastery.

**Q: What are the benefits of Shanghai pedagogy for schools in England?**

A: The focus for Shanghai pedagogy is on deep understanding and pupils are supported to be flexible thinkers and problem-solvers. Shanghai pedagogy enables schools to focus on teaching for understanding – Shanghai pedagogy combines what we have always known as excellent practice in the UK with knowledge developed over generations in Shanghai about how children learn mathematics – what they need to do and hear and practise.

**Q: How does The Shanghai Maths Project support teachers in delivering the maths programme of study?**

A: The UK curriculum is covered comprehensively and in depth. The Teacher’s Guides are extremely detailed, describing activities and lines of questioning as well as explaining the mathematics itself for teachers and the way concepts develop. Every aspect of the Programme of Study is taught thoroughly, incorporating practice, development, intervention and extension tasks. Pupils learn to reason and solve problems, applying their knowledge in new contexts.

**Q: How does the Shanghai Maths Project help teachers to teach mixed ability classes without setting?**

A: All lessons are set out in detail for mixed ability classes. The Teacher’s Guides explain how to introduce and develop ideas for all pupils - always building on existing knowledge. Learning is achieved in small increments so pupils are not left behind. For every new idea, additional intervention and enrichment activities are provided so that all pupils can achieve the objectives for every lesson.

**Q: Is The Shanghai Maths Project only for high-achieving schools?**

A: Pupils in all schools will learn mathematics securely and in depth, and will be able to think mathematically. Because the focus is on small steps, with lots of practical work, discussion and practise with reasoning, all pupils can make dramatic progress in their understanding and their ability to think mathematically. Some schools might choose to introduce the Shanghai Maths Project to all year groups – others will introduce it gradually.

**Q: What sets The Shanghai Maths Project apart from other maths schemes?**

A: The Teacher’s Guides are unique in the level of support they provide. All teachers are fully supported to provide every lesson, knowing what pupils need to do in order to learn fundamental concepts very securely and flexibly. The Teacher’s Guide is, itself, a CPD resource, enabling teachers to develop their own subject knowledge and pedagogy. All linked resources combine coherently, creating a comprehensive programme.

**Q: How long should a Shanghai Maths Project lesson last?**

A: The programme is based on a carefully designed curriculum that gradually layers and connects concepts as pupils progress through school. Each lesson is developed with 3 different activity sessions. In an hour lesson, the main activity which includes whole-class teaching and independent practice, should take approximately 40 minutes. This should then be followed by a 20 minute intervention or enrichment activity. How quickly your class progresses through the content is dependent on the needs and pace of your class and whether they have mastered the concept being taught.

**Q: Is assessment included in the programme?**

A: Assessment occurs within the context of the teaching activities through teachers’ observation and skilful questioning. Ongoing assessment during lessons should inform judgements about which pupils need further intervention support. Prompt marking of practice books confirm judgements and provide feedback to pupils. End-of-chapter assessment can be used as summative assessments for individuals for measuring and tracking progress, formative assessment for individuals for future teaching and support, diagnostic assessment, and to inform planning for the whole class.

**Q: Is there any product training available?**

A: Yes, our dedicated mastery experts are available to deliver product training that will help you to implement and get the most out of The Shanghai Maths Project in your school. Please email education.marketing@harpercollins.co.uk for more information.